



Supplemental *A–F* Refresh Info

May 2023

Sections

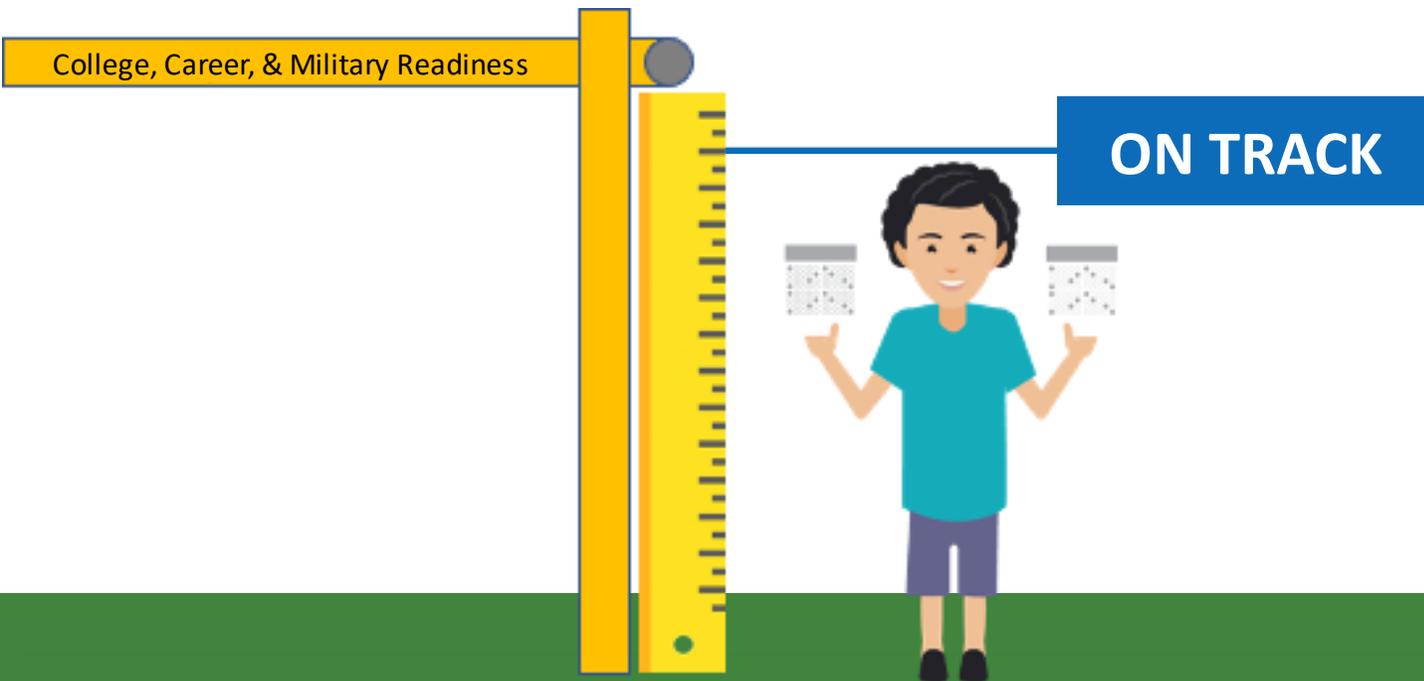
- Slides 3-10: Purpose of the *A–F* Accountability System
- Slides 11-19: *A–F* Design Commitments That Remain Unchanged
- Slides 20-29: *A–F* Refresh Changes

Purpose of *A–F*

We believe that all students can learn and achieve at high levels.



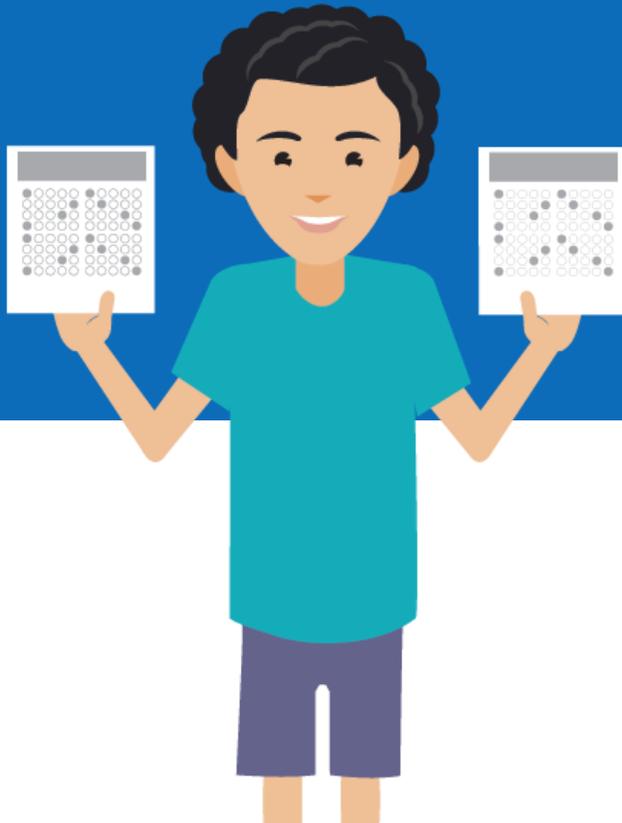
The State Board of Education has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life. These are called the Texas Essential Knowledge and Skills (TEKS).



What does this look like in practice?

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.

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Actual 3rd Grade STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

- A) $736 - 197 - 150 = \underline{\quad}$
- B) $736 - 197 + 150 = \underline{\quad}$
- C) $736 + 197 + 150 = \underline{\quad}$
- D) $736 + 197 - 150 = \underline{\quad}$

Clear Performance Information Helps Students

You can't improve what you can't see. To serve all students well, educators, parents, businesses leaders, and community members need easy access to information regarding how schools and districts are doing.



Monitoring performance with school ratings has been shown to have long term benefits for students:

“Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

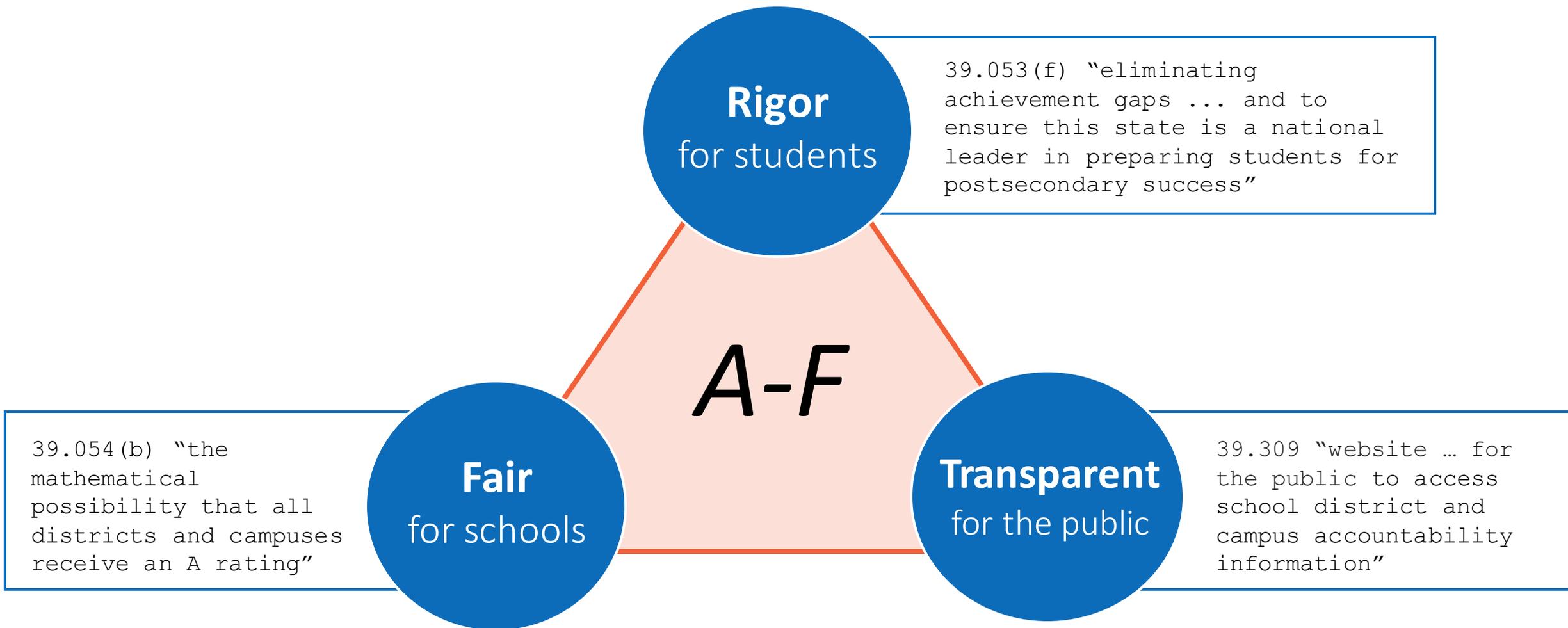
Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.”



39.053(f) ... In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall establish and modify standards to **continuously improve student performance** to achieve the goals of **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in **preparing students for postsecondary success**.

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders**.

Balancing multiple objectives



Design Commitments

There are several key design commitments built into *A–F* to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:

1. Ratings reflect better of achievement or progress
2. School performance is evaluated through multiple valid measures
3. Ratings are based on defined criteria, not a fixed distribution
 - “A” reflects performance consistent with reaching long term student goals
 - “C” reflects average performance for the baseline year
4. The system design remains static in most years

***A–F* is going through a refresh for 2023, but these commitments remain unchanged**

Design Commitment #1:

Ratings Reflect the Better of Achievement or Progress

Better of Achievement or Progress: **70%**



Domain 1

**Student
Achievement**



Domain 2

**School
Progress**



Domain 3

**Closing
the Gaps**

30%

**This design reflects a
commitment**

- to recognize **high student achievement** and
- to recognize the impact of **highly effective educators,**
- while maintaining focus on **the students most in need.**

This design has produced ratings that are not strongly correlated with poverty.

Design Commitment #2:

Multiple valid measures to evaluate performance

In earlier grades, multiple tests are used (at least two each year and results over two years to measure growth) and STAAR is predictive of success in later years.

In high school, multiple CCM-Readiness indicators are used.

Domain 1: Student Achievement



Elementary

- **100% STAAR**



Middle

- **100% STAAR**



High Schools
& K-12s

- **40% STAAR**
- **40% College, Career, Military Ready (CCMR)**
- **20% Graduation Rates**



College
Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or OnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student



Career &
Military
Ready

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

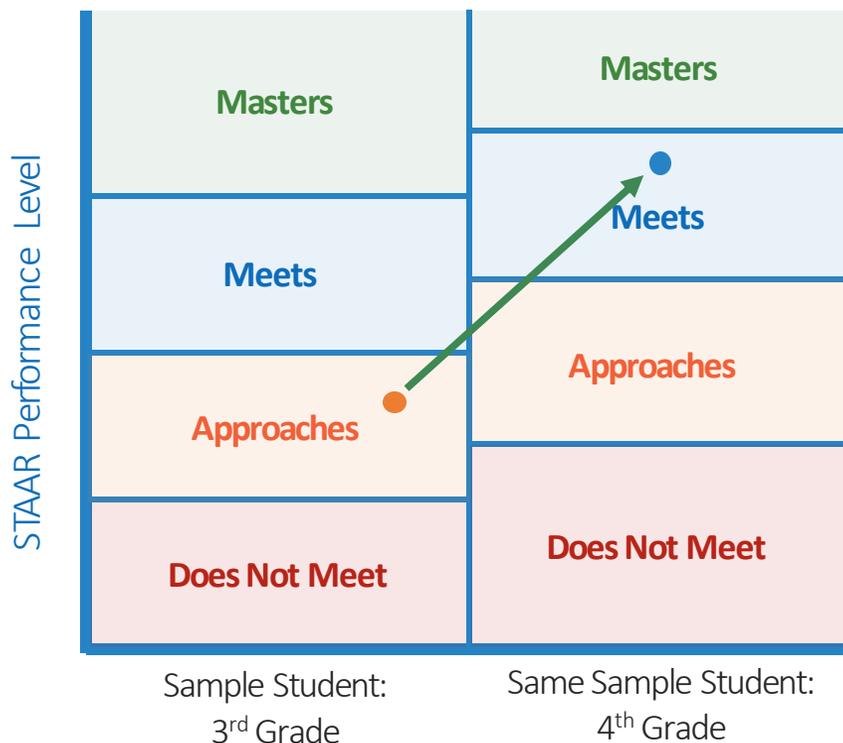
Design Commitment #2:

Multiple valid measures to evaluate performance

Domain 2: Student Progress

PART A:

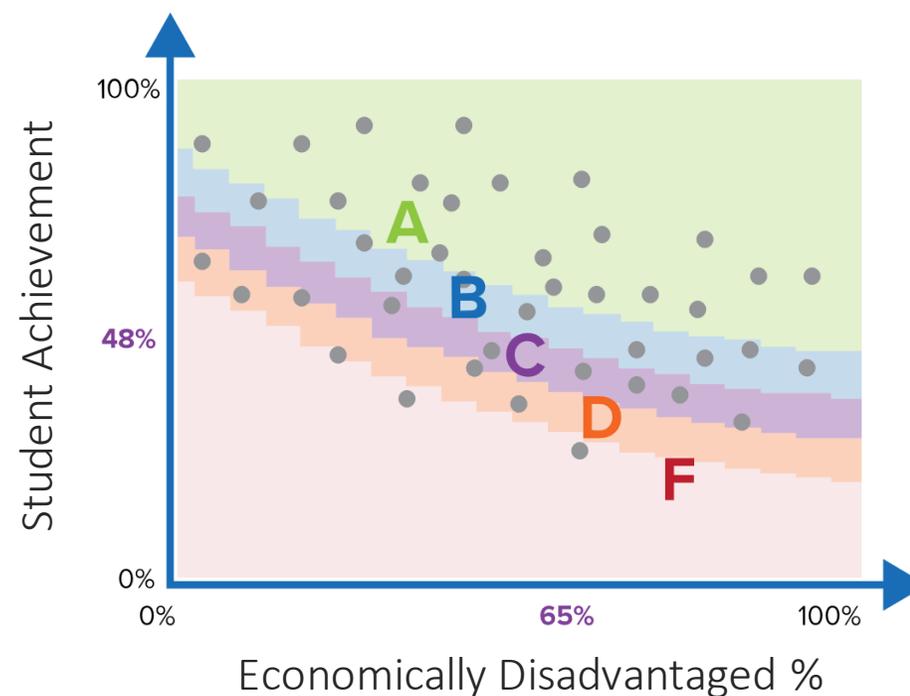
Academic Growth



Aggregating individual student year-over-year gains

PART B:

Relative Performance



Approximating growth using baseline adjusted proficiency targets

This is being updated as part of A–F refresh to include more students in the calculation and to recognize learning acceleration

Design Commitment #3:

Ratings are based on defined criteria, not a fixed distribution

No Fixed Distribution

39.054(b) “The commissioner shall ensure that the method used to evaluate performance is implemented in a manner that provides the mathematical possibility that all districts and campuses receive an A rating.”



**Ideally, every school
earns an A.**

**But just as in the
classroom, this rating
must be earned.**

Design Commitment #3:

Ratings are based on defined criteria, not a fixed distribution

A fixed criteria to earn an “A”, based on long term goals for students

Student Achievement
Score: 90



Illustrative data

	# of Students	%
Approaches Grade Level or Above	2,977	92.7%
Meets Grade Level or Above	1,945	60.6%
Masters Grade Level	878	27.3%
Total Tests	3,212	

Average of 3

$$\frac{93 + 61 + 27}{3} = 181 \div 3 = 60$$

By **2030**, at least **60%** of Texans will have a certificate or degree.

Design Commitment #3:

Ratings are based on defined criteria, not a fixed distribution

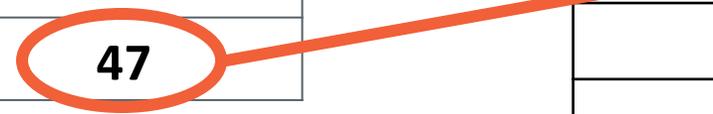
Stakeholders mostly agreed that a **C** is interpreted to be **average**. So, cut points should be set so that performance that is the same as average from baseline data should generate around a mid to high **C** while allowing for a reasonable distinction between campuses of different grade levels.

Baseline Raw Scores for STAAR Achievement

Approaches Grade Level or Above	77%
Meets Grade Level or Above	49%
Masters Grade Level	16%
Total Percentage Points	142
STAAR Raw Score (Total Percentage Points ÷ 3)	47

Raw Score to Scale Score Conversion

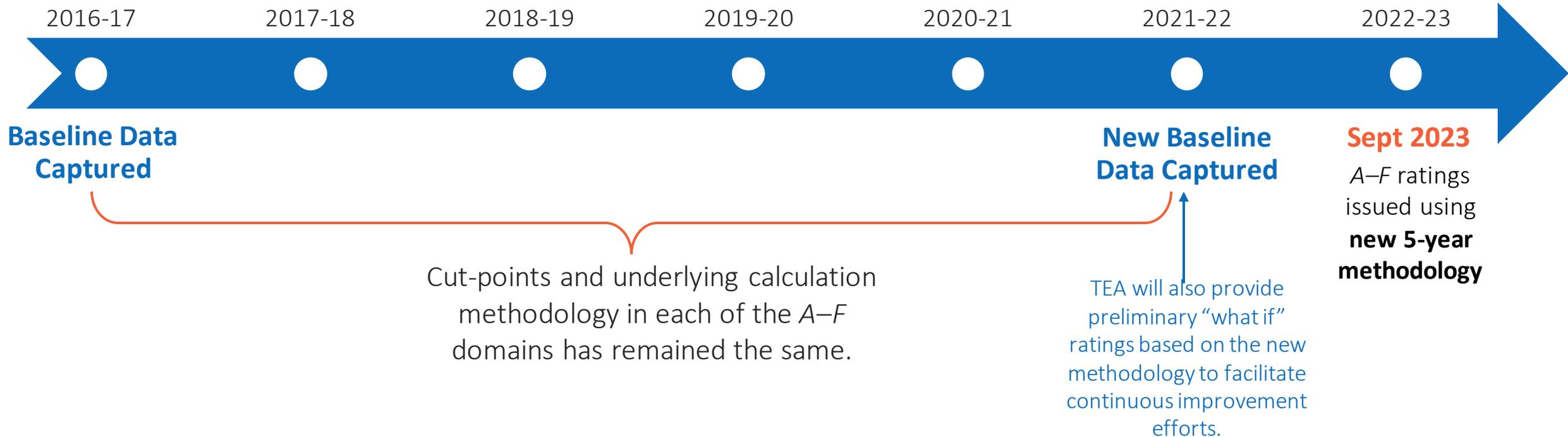
STAAR Component Raw Score	STAAR Component Scaled Score
50	81
49	80
48	79
47	78
46	77
45	76
44	75



Design Commitment #4:

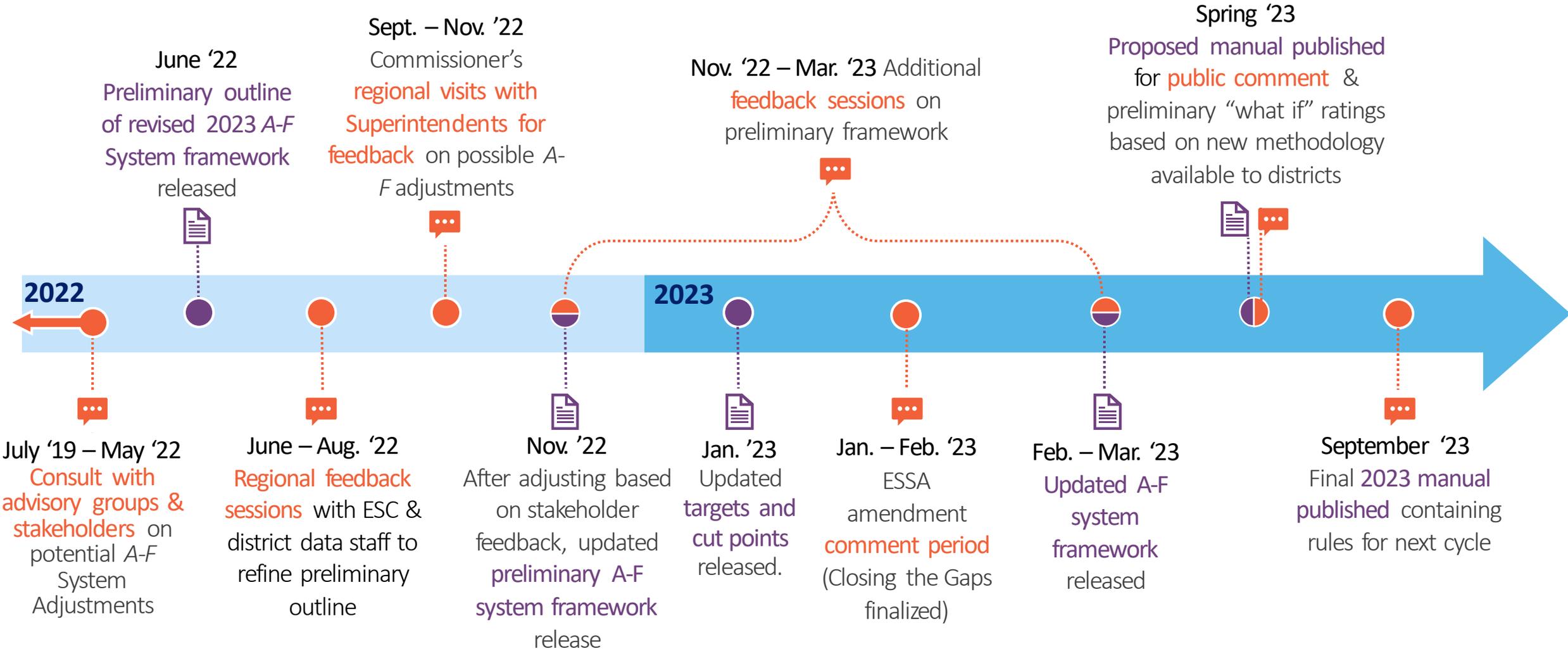
The system design remains static in most years

We don't keep changing the bar, keeping the design unchanged in most years to allow year-over-year comparison. But we also continuously receive feedback on how to improve the model, so we make design changes once every few years.



A–F Refresh Changes

2023 A–F Refresh: Feedback Timeline



1. Update cut points and targets
2. Update CCMR indicators
3. Improve ability to recognize growth
4. Narrow the focus within Closing the Gaps (Domain 3)
5. Update overall district rating methodology
6. Create a unique alternative education accountability (AEA) system
7. Add new performance data to TXschools.gov and TPRS

1. Update cut points and targets

What: Establish new baseline data and update cut points and targets where appropriate. (STAAR achievement and relative performance cut points are not changing.)

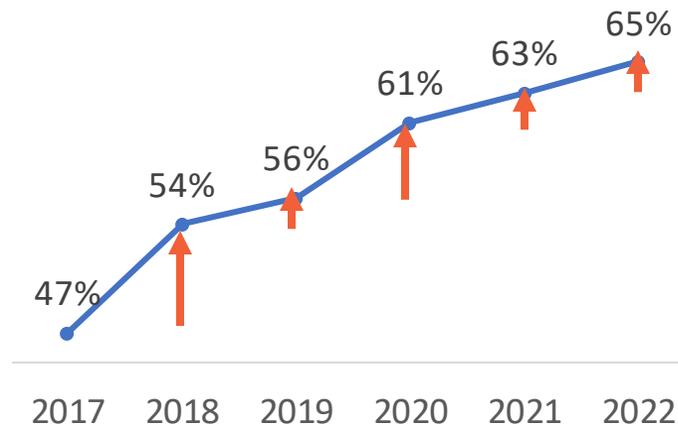
Why: To ensure we are meeting statutory requirements and to reflect appropriate goals for students post-COVID

Annual Review (before A–F)

Prior to HB 22, rating methodology changed every year, typically with small increases in cut scores.

Pro: There are not dramatic changes in how schools are rated in any given year.

Con: It is harder to do year-over-year performance comparisons, and a sense of “continually moving goal posts”.

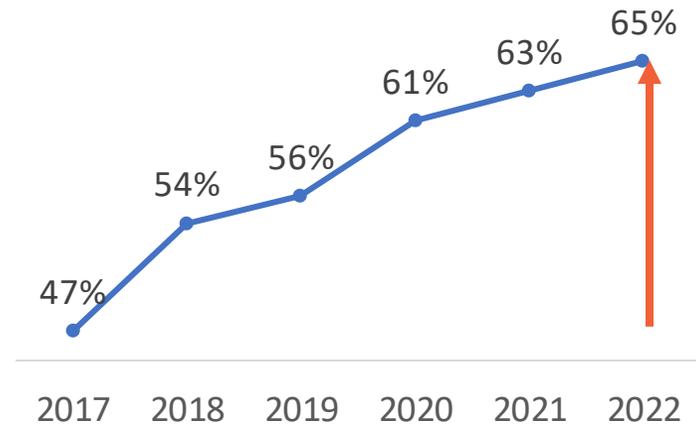


Periodic Review (A–F)

Since HB 22, rating methodology must be changed periodically. In a year when that happens, methodologies and cut points change at a level generally equivalent to the accumulation of a series of small annual changes.

Pro: In most years, this allows for an apples-to-apples year-over-year comparison of performance.

Con: In a year when indicators are changed, there is a more dramatic change in school ratings. Statewide efforts must be made to communicate this to ensure appropriate performance comparisons are made in those years.

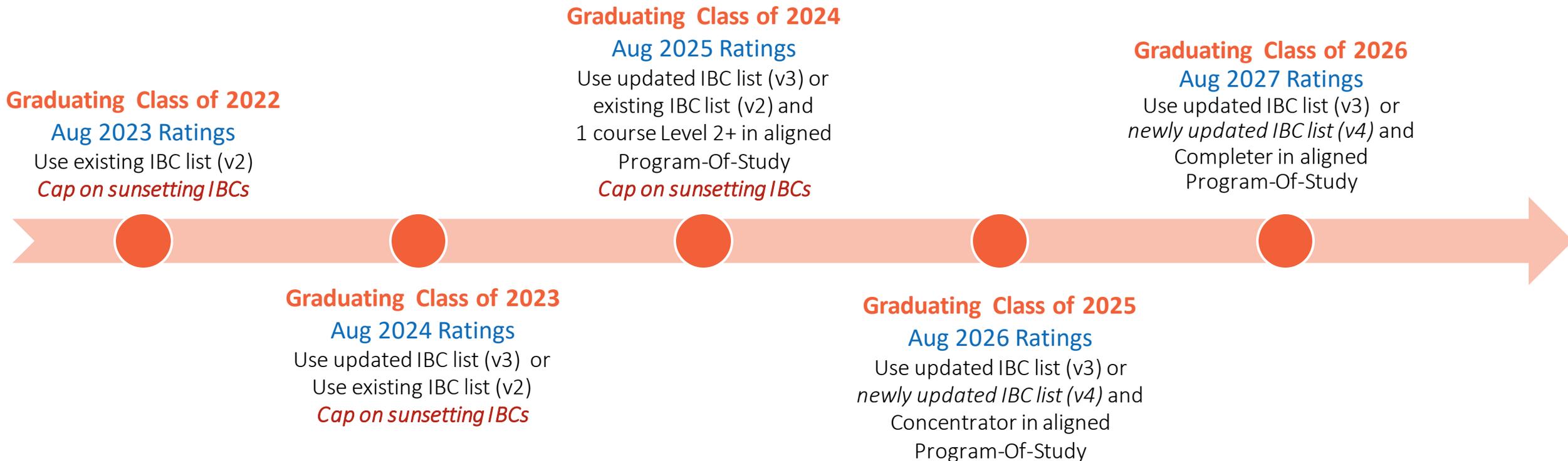


Note: CCMR scores have improved by 38% since cut scores were initially set

2. Update CCMR indicators

What: Implement a phase-in period for updated industry-based certification (IBC) requirements, including sunsetting certifications and aligning with programs of study.

Why: With the evolving economy, TEA revises the list every 2 years; the phase-in allows districts time to update CTE programs of study offerings.



3. Improve ability to recognize growth

What: Within Domain 2a, Academic Growth, move to a transition table and include learning acceleration

Why: To include more students in the calculation for growth and recognize successful learning acceleration.

Annual Growth

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning

Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Including a measure for accelerated learning

Transition table methodology allows us to include more students, including students moving from grade 8 to English I and students moving from a Spanish to an English test.

4. Narrow the focus within Closing the Gaps

What: Within Domain 3, Closing the Gaps, rather than giving all groups equal weight, use super groups. Reduce the minimum size to 10, and move from yes/no to 0-4 points methodology

Why: Super groups allow us to focus on students most in need. Size and point methodology changes allow us to include more students and improve differentiation.

0–4 Points Definitions	
4	Met long-term target (2037–2038 target)
3	Met interim target (2022–2023 through 2026–2027 target)
2	Did not meet interim target but showed expected growth toward next interim target (2027–2028 through 2031–2032 target)
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

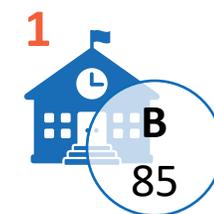
Student Groups Evaluated in Closing the Gaps	
Closing the Gaps Rating	4 Super Groups
Comprehensive Support and Improvement (CSI) Determinations	<ul style="list-style-type: none"> All Students Two lowest performing racial/ethnic groups from the prior year High focus (includes economically disadvantaged, Emergent Bilingual (EB), current special education, highly mobile)
Targeted Support and Improvement (TSI) & Additional Targeted Support (ATS) Determinations	12 Disaggregated Groups <ul style="list-style-type: none"> 7 racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more races Economically disadvantaged Special education Emergent Bilingual Continuously enrolled (beginning with 2023) Former special education (beginning with 2023)
Evaluated & Reported	18 Groups (see above)

5. Update overall district rating methodology

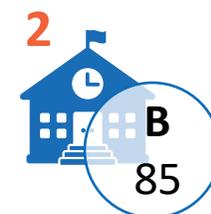
What: Rather than calculating districts as a single K-12 campus, calculate district ratings using a proportional weighted average of campus ratings. Include Ds in the 3 out of 4 rule (Domains 1, 2a, 2b, 3).

Why: To increase alignment of district outcomes with campus outcomes and align the definition of unacceptable performance with SB 1365.

Campus	3-12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
District Domain Rating				79



334 students



990 students



62 students



761 students

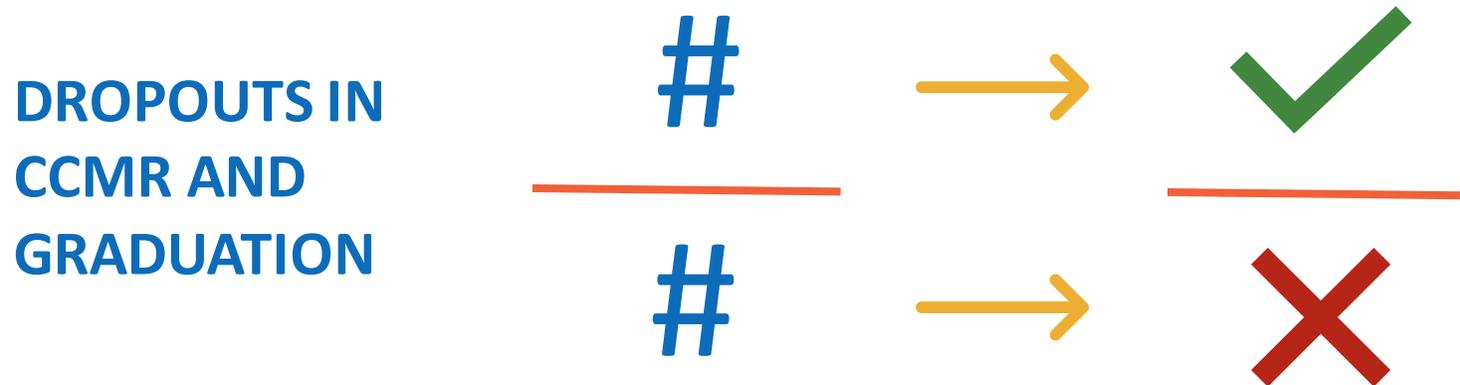


270 students

6. Create a unique AEA system

What: Include previous dropouts in CCMR and graduation numerators, but not denominators

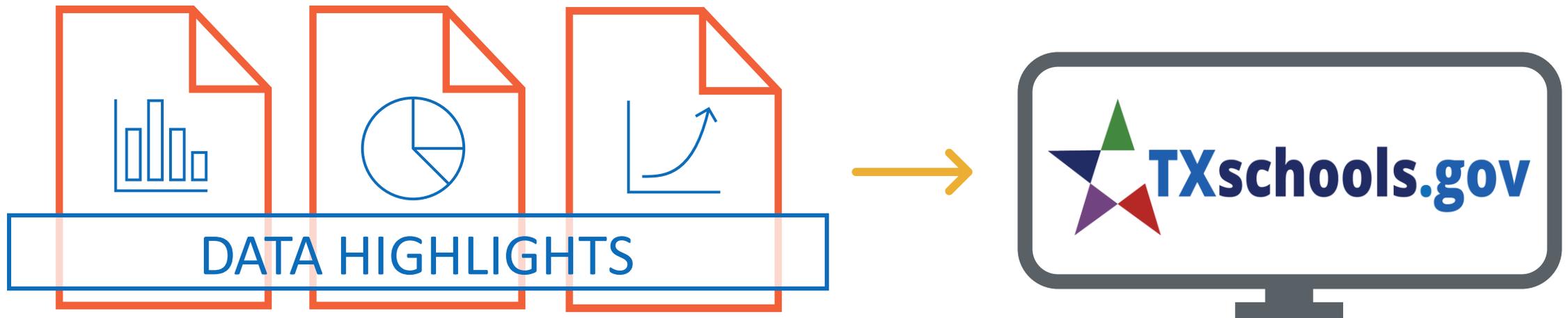
Why: To create a unique system to serve the unique needs of dropout recovery schools



7. Add performance data to TXschools.gov and TPRS

What: Add data highlights and reports on TXschools.gov and TPRS (e.g., attendance and chronic absenteeism, advanced math pathways)

Why: To recognize district efforts to adopt evidence-based systems/programs that lead to improved outcomes





Thank You